

Estill Elementary

P.O. Box 1027
Estill, South Carolina 29918

Grades	PK-5 Elementary School	
Enrollment	589 Students	
Principal	Daisy B. Orr	803-625-5030
Superintendent	Dennis Thompson, Jr.	803-625-5000
Board Chair	Mrs. Myrtle W. Sumter	803-625-2187

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	19	73	39

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Average	No
2004	Average	Average	Yes
2005	Below Average	Unsatisfactory	Yes
2006	Below Average	Unsatisfactory	No

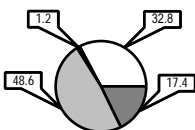
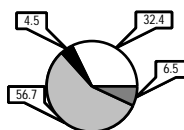
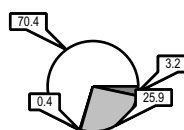
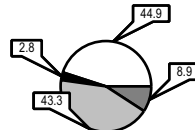
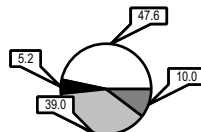
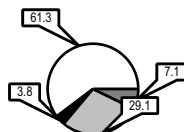
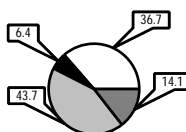
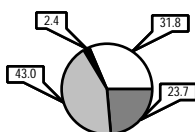
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	259	99.2	32.3	48.8	17.7	1.2	30.2	Yes	Yes
Gender									
Male	124	98.4	43.8	40.5	15.7	0.0	24.0	N/A	N/A
Female	135	100.0	21.3	56.7	19.7	2.4	36.2	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	247	99.2	32.9	49.4	16.5	1.3	29.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	204	100.0	27.7	51.3	20.0	1.0	34.9	N/A	N/A
Disabled	55	96.4	49.1	39.6	9.4	1.9	13.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	99.2	32.3	48.8	17.7	1.2	30.2	N/A	N/A
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	250	99.2	33.1	49.0	16.7	1.3	29.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	233	99.1	33.0	49.6	17.4	0.0	29.0	Yes	Yes
Full-pay meals	26	100.0	25.0	41.7	20.8	12.5	41.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	259	100.0	32.0	56.8	6.4	4.8	22.4	Yes	Yes
Gender									
Male	124	100.0	36.6	53.7	6.5	3.3	23.6	N/A	N/A
Female	135	100.0	27.6	59.8	6.3	6.3	21.3	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	247	100.0	33.1	56.9	5.4	4.6	21.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	204	100.0	24.6	62.6	7.7	5.1	25.1	N/A	N/A
Disabled	55	100.0	58.2	36.4	1.8	3.6	12.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	100.0	32.0	56.8	6.4	4.8	22.4	N/A	N/A
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	250	100.0	32.8	57.3	5.4	4.6	21.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	233	100.0	32.7	56.2	7.1	4.0	22.6	Yes	Yes
Full-pay meals	26	100.0	25.0	62.5	0.0	12.5	20.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	259	100.0	70.0	25.6	4.0	0.4	4.4
Gender							
Male	124	100.0	73.2	23.6	3.3	0.0	3.3
Female	135	100.0	66.9	27.6	4.7	0.8	5.5
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	247	100.0	70.7	25.1	3.8	0.4	4.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	204	100.0	67.2	29.2	3.6	0.0	3.6
Disabled	55	100.0	80.0	12.7	5.5	1.8	7.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	100.0	70.0	25.6	4.0	0.4	4.4
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	250	100.0	70.5	25.3	3.7	0.4	4.1
Socio-Economic Status							
Subsidized meals	233	100.0	70.8	25.2	4.0	0.0	4.0
Full-pay meals	26	100.0	62.5	29.2	4.2	4.2	8.3

Social Studies							
All Students	259	100.0	45.2	42.8	9.2	2.8	12.0
Gender							
Male	124	100.0	50.4	38.2	10.6	0.8	11.4
Female	135	100.0	40.2	47.2	7.9	4.7	12.6
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	247	100.0	44.8	44.8	7.5	2.9	10.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	204	100.0	39.5	46.2	11.3	3.1	14.4
Disabled	55	100.0	65.5	30.9	1.8	1.8	3.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	100.0	45.2	42.8	9.2	2.8	12.0
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	250	100.0	44.8	44.4	7.9	2.9	10.8
Socio-Economic Status							
Subsidized meals	233	100.0	46.5	43.4	8.4	1.8	10.2
Full-pay meals	26	100.0	33.3	37.5	16.7	12.5	29.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	84	100.0	23.1	48.7	28.2	0.0	28.2
	4	96	100.0	31.1	47.8	21.1	0.0	21.1
	5	98	99.0	40.6	47.9	9.4	2.1	11.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	98.9	28.4	38.3	32.1	1.2	33.3
	4	80	100.0	25.0	61.3	12.5	1.3	13.8
	5	92	98.9	42.5	47.1	9.2	1.1	10.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	84	100.0	28.2	56.4	14.1	1.3	15.4
	4	96	100.0	35.6	40.0	18.9	5.6	24.4
	5	98	99.0	50.0	37.5	4.2	8.3	12.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	100.0	22.0	72.0	3.7	2.4	6.1
	4	80	100.0	28.8	57.5	7.5	6.3	13.8
	5	92	100.0	44.3	42.0	8.0	5.7	13.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	84	100.0	76.9	20.5	2.6	0.0	2.6
	4	96	100.0	70.0	22.2	7.8	0.0	7.8
	5	98	99.0	74.0	16.7	3.1	6.3	9.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	100.0	67.1	32.9	0.0	0.0	0.0
	4	80	100.0	61.3	28.8	10.0	0.0	10.0
	5	92	100.0	80.7	15.9	2.3	1.1	3.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	84	100.0	53.8	41.0	5.1	0.0	5.1
	4	96	100.0	35.6	56.7	7.8	0.0	7.8
	5	98	99.0	54.2	31.3	8.3	6.3	14.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	100.0	22.0	58.5	14.6	4.9	19.5
	4	80	100.0	40.0	51.3	7.5	1.3	8.8
	5	92	100.0	71.6	20.5	5.7	2.3	8.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 589)				
First graders who attended full-day kindergarten	100.0%	Up from 79.0%	100.0%	100.0%
Retention rate	6.5%	Down from 10.0%	3.8%	2.8%
Attendance rate	96.3%	Up from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 9.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 7.9%	0.0%	0.0%
Eligible for gifted and talented	2.7%	Up from 2.4%	3.8%	10.4%
On academic plans	0.0%	N/AV	49.0%	33.6%
On academic probation	0.0%	N/AV	2.6%	1.0%
With disabilities other than speech	9.2%	Up from 8.9%	7.2%	7.5%
Older than usual for grade	6.4%	Up from 5.0%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	41.9%	Up from 38.1%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.9%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	9.7%	No change	2.9%	0.0%
Teachers returning from previous year	81.8%	Down from 82.7%	83.2%	87.3%
Teacher attendance rate	93.6%	Down from 94.3%	94.6%	94.9%
Average teacher salary	\$39,033	Up 1.8%	\$41,360	\$42,485
Prof. development days/teacher	N/R	N/R	14.7 days	13.3 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 18.8 to 1	16.4 to 1	18.6 to 1
Prime instructional time	87.5%	Up from 86.7%	88.4%	89.7%
Dollars spent per pupil*	\$6,157	Down 24.0%	\$7,724	\$6,557
Percent of expenditures for teacher salaries*	55.3%	Down from 66.0%	60.6%	64.0%
Percent of expenditures for instruction*	57.9%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	76.5%	Down from 80.0%	99.0%	99.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development	Excellent	Up from Good	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students and teachers at Estill Elementary School have worked exceptionally hard to make this a successful school year. We are adopting new procedures and incorporating technology throughout the school. We have established high expectations from our faculty, staff, parents and students. The partnership we have formed is proving to be very successful. Our school met AYP 100% in all areas.

Our students are excited about learning and meeting the expectations set by the school. The faculty, staff, parents and students are enthusiastic about our accomplishments. We are continuing to upgrade our staff and explore innovative instructional strategies. The teamwork, planning, and collegiality have developed a learning community that is favorable to everyone.

The mission of Estill Elementary School is to create an environment that gives all children the opportunity to achieve their fullest potential in order to become productive and responsible citizens. The partnership we have formed between the parents, the school and the community supports the mission statement. Working together to accomplish the established goals has changed the environment of our school community. This approach supports the efforts of the faculty, staff, parents and students as Estill Elementary strives for school excellence.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	84	57
Percent satisfied with learning environment	78.9%	77.4%	72.7%
Percent satisfied with social and physical environment	78.9%	69.9%	71.9%
Percent satisfied with school-home relations	55.3%	59.5%	66.7%

*Only students at the highest elementary school grade level at this school and their parents were included.